



THE TREE OF LIFE

Goal:

Help students understand and appreciate the qualities, values, and life lessons they've inherited from their families. Encourage them to reflect on their dreams and goals, providing a foundation for personal and professional growth.

Materials Needed:

- Paper
- Pens/Pencils
- Markers

Preparation

- Print out templates and vocabulary lists for each student.
- Arrange the classroom for individual work and group discussions.

INSTRUCTIONS:

Introduction (5 minutes):

- Explain the purpose of the activity: to explore family influences and personal goals.
- Discuss the quote: "Just like a tree's roots keep it steady, our core values and qualities keep us grounded. As its branches stretch toward the sky, we can reach for our dreams, fueled by the experiences that shape us."

Drawing your tree (15 minutes):

- Have students draw a tree with three parts: roots, trunk, and branches.
 - Roots: foundational qualities and values from their family.
 - Trunk: current experiences and lessons learned.
 - Branches: dreams and future aspirations.
- Encourage creativity by using symbols, colors, and words.



Reflecting on your roots (10 minutes):

- Ask students to spend 8 minutes reflecting and writing key words and phrases:
 - What qualities have you gained from your family?
 - What values and behaviors have you learned from them?
 - What sensitive issues have you faced, and what lessons did you learn from them?

Sharing in groups (15 minutes):

- Divide the students into groups of 3 or 4.
- Each student shares highlights from their tree of life:
 - What are the common themes and differences in their trees?
 - How have family experiences shaped their identity?
 - Any surprising insights gained from the activity?

Class discussion (10 minutes):

- Volunteers share insights or interesting points from their group discussions.
- Discuss the role of family in shaping who we are and how we can choose what to carry forward from our families.

REFLECTION QUESTIONS:

• Qualities of family members:

- What qualities have you inherited from family members (e.g., resilience, kindness, patience)?
- How do these qualities impact your daily life and relationships?

• Values from your family:

- What core values has your family emphasized (e.g., honesty, respect, hard work)?
- How do these values guide your decisions and actions?

• Strengths and life lessons:

- What strengths have you developed through family experiences?
- What key lessons have you learned from observing and interacting with your family?

Dreams and goals:

- What are your personal dreams and goals?
 - How do you plan to achieve them?
 - How do your family's values and qualities influence your aspirations?
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Vocabulary list for personal and professional development:

- vocation: a person's occupation, especially one that requires dedication.
- hobby: an activity done for pleasure during leisure time.
- initiative: the ability to assess and act independently.
- cause: a principle or aim that one is committed to and advocates for.
- profession: a paid occupation requiring formal training.
- growth: the process of developing mentally, physically, or spiritually.
- interest: activities or ideas that capture one's attention.
- aspiration: a hope or ambition to achieve something.
- skill: the ability to do something well.
- strength: a beneficial quality or attribute.
- goal: an aim or desired result.
- achievement: a thing done successfully through effort or skill.
- potential: the capacity to develop into something in the future.
- passion: intense enthusiasm for something.
- motivation: the reason behind an action.
- reflection: serious thought or consideration.
- self-awareness: knowledge of one's own character and desires.
- career: a long-term occupation with opportunities for progress.
- vision: the ability to think about or plan the future with wisdom.
- self-improvement: improving one's skills or knowledge through effort.

EXAMPLE CLASS STRUCTURE:

Individual work (20 minutes):

- Distribute printed diagrams to each student.
 - Ask students to fill in each section with their interests and activities.
 - Encourage them to think about hobbies, school activities, projects, and what they're good at.

Small group discussion (10 minutes):

- Divide students into small groups.
 - Have them share their templates and reflections within the group.
 - Encourage discussions on common themes, unique experiences, and how these reflections relate to their future goals.

Sharing and discussion (10 minutes):

- Bring the class back together.
- Invite a few students to share their diagrams with the class.
- Discuss how personal interests and activities can influence career or hobby choices.
- Ask students to reflect on how what they enjoy and excel at might influence their future careers.
- Encourage students to set one personal or professional goal based on their diagram, write it on a sticky note, and add it to a class goal board.

Guiding questions for students and vocab:

Projects:

1. **Verbs:** What activities do you regularly engage in during projects?
 - Examples: create, design, manage, collaborate.
 - Questions: What verbs describe your role in these projects? How do they show your contributions?
2. **Nouns:** What types of projects have you worked on?
 - Examples: science fair, community service, art exhibit.
 - Questions: What are the key elements of these projects? How do they connect with your interests?
3. **Adjectives:** How would you describe the projects you've participated in?
 - Examples: exciting, challenging, rewarding.
 - Questions: What qualities made these projects memorable for you?

Hobbies:

1. **Verbs:** What actions do you take when engaging in hobbies?
 - Examples: play, read, paint, build.
 - Questions: How do these activities reflect your passions?
2. **Nouns:** What are your hobbies?
 - Examples: playing guitar, reading novels, painting.
 - Questions: How do these hobbies contribute to your happiness?
3. **Adjectives:** Describe your hobbies using adjectives.
 - Examples: relaxing, creative, stimulating.
 - Questions: How do these adjectives capture how you feel about your hobbies?

Favorite subjects/school activities

- 1. Verbs:** What do you enjoy doing most in your favorite subjects or school activities?
 - Examples: solve, experiment, discuss, compete.
 - Questions: How do these verbs show what you love about these subjects or activities?
- 2. Nouns:** What are your favorite subjects or school activities? List them.
 - Examples: mathematics, biology club, debate team.
 - Questions: What aspects of these subjects or activities resonate with you the most?
- 3. Adjectives:** How would you describe your favorite subjects or school activities?
 - Examples: fascinating, engaging, interactive.
 - Questions: What qualities make these subjects or activities stand out for you?

Initiatives

- 1. Verbs:** What initiatives have you taken part in or led? What actions did you take?
 - Examples: organize, lead, support, advocate.
 - Questions: How do these verbs demonstrate your leadership and involvement?
- 2. Nouns:** List the initiatives you have been involved in.
 - Examples: fundraising campaign, environmental awareness project, student council.
 - Questions: What were the goals and outcomes of these initiatives?
- 3. Adjectives:** Describe the initiatives you participated in using adjectives.
 - Examples: impactful, innovative, collaborative.
 - Questions: How do these adjectives reflect the nature and success of these initiatives?

Talents

1. **Verbs:** What actions do you excel at? List the things you do well.
 - Examples: draw, analyze, perform, teach.
 - Questions: How do these verbs highlight your unique abilities?
2. **Nouns:** What are your talents? Identify the areas where you excel.
 - Examples: artistic skills, analytical thinking, musical talent, leadership skills.
 - Questions: How do these talents contribute to your personal and academic success?
3. **Adjectives:** How would you describe your talents?
 - Examples: exceptional, unique, natural.
 - Questions: What qualities make your talents stand out?

Skills

1. **Verbs:** What skills have you developed? What actions do these skills involve?
 - Examples: communicate, solve, create, manage.
 - Questions: How do these skills help you in different areas of your life?
2. **Nouns:** List the skills you possess.
 - Examples: communication, problem-solving, creativity, time management.
 - Questions: How do these skills benefit you in your daily activities and future goals?
3. **Adjectives:** Describe your skills using adjectives.
 - Examples: strong, versatile, advanced.
 - Questions: How do these adjectives deepen your understanding of your skills?